|  |  |  |  |
| --- | --- | --- | --- |
| **PRE-PLANNING: KNOW, SO, SHOWs** | **Learning Target(s)**  What will your students be able to do?  | **Relevant objectives** | |
| SWBAT evaluate the power struggle between the branches of government. | 5.1.1.b Evaluate the power struggle between the executive and legislative branches at the national level during Reconstruction, such as Presidential v. Congressional Reconstruction plans. **(Presidential v. Congressional Reconstruction, Andrew Johnson, Ulysses S. Grant, Radical Republicans, Tenure of Office Act)**  5.1.1.f Analyze the economic, political and social factors that influenced the end of Reconstruction, such as northern reluctance to advocate for African-American equality, corruption in government, the Panic of 1873, and the election of 1876. **(Laissez-faire economics, Civil Service, Rutherford B. Hayes, election of 1876, compromise of 1877, Solid South)** | |
| **ASSESSMENT / UNDERSTANDING**: What will students say or do to show that they understand**.** | **Assessment Limits** | |
| Students will create a comic strip of the election of 1876 and the compromise of 1877. |  | |
| **FOCUS QUESTION:** | **Materials Needed for TODAY** | |
| What are the five purposes of Government/ | Paper, Pencils, tracking sheets warm-up sheets, | |
| **UNDERSTANDING:** What Questions can I ask to uncover student thinking? | **HOOK –** What will initially engage students in the lesson? | |
| Why do we have government?  What are some of the roles that government play in our lives?  What are the 5 purposes of government?  Which do you think are the most important? | Warm-up: What do you remember about the Civil War? When did it happen? Who was involved? | |
| **LESSON CYCLE: GO** | **OPENING. (15 min.)** | |
| 1. Warm up: What do you remember about the Civil War? When did it happen? Who was involved? 2. Announcements | |
| **INTRODUCTION OF NEW MATERIAL. (35 min.)** | |
| Students will follow along with power point and take down notes. Students will have guided notes sheet on which to follow along. We will watch a video about Civil War and then go over notes about Reconstruction. | |
|  | |
| **GUIDED PRACTICE. (15 min.)** | |
| Students will also analyze political cartoons of Reconstruction. | |
| **INDEPENDENT PRACTICE. (25 min.)** | |
| In addition, students will complete a comic strip of the compromise of 1877. | |
| **CLOSING. (1 mins)** | |
| Thanks for your hardwork today. | |
| **HOMEWORK: Complete your comic strip** | |
| **REINFORCEMENT** |  | | |